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HIST 390

Thematic Unit Rationale

Interpretive:

Lesson plans allows for interpretation in analysis of primary source material. Students will use sources they deem reliable to deduce what events occurred as part of the lesson.

Emphasis on Narratives:

Lesson plan calls for students to create a narrative based on their deductions from the primary source material. The student created narrative will display interpretation, relationship and three aspects (beginning, middle, and end).

Not Just about Politics:

Thematic unit will focus on a societal and cultural aspects as whole, viewing topics from all aspects and perspectives equally.

Purposeful:

My thematic unit enables students to take on real roles in an effort to provide a deeper understanding and context. This enables the students to be “better prepared to participate in a pluralist democracy.”

In-Depth Learning:

Thematic unit designed to teach content so that students can apply knowledge in a practice manner. Skill development in assessment (primary source work), writing for audience (Plinny the Younger assignment).

Disciplined Inquiry:

The thematic unit promotes disciplined inquiry through purposeful investigation and realistic scenarios. Students by taking on realistic roles and creating their own interpretations are able to better understand, retain, and apply, all learned material.

Teacher Scaffolding:

Thematic unit supplies real world situations while also providing structure to encourage the student’s development of metacognition. Students increase ability to take control of learning and monitor progress made after active support and modeling by teacher.

Constructive Assessment:

Thematic unit promotes constructive assessment through promoting students to speak, write, and present in an effort to show “what they know”. These methods are done both formally and informally allowing students to take charge of real life roles and tasks which can result in increased self-esteem for learner.